

Mussa, Kausher

53A Kitchener Road, LEICESTER, Leicestershire, LE5 4AU

Inspection date	11/08/2014
Previous inspection date	10/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's ongoing learning is supported because effective planning, observations and assessments recording documents are in place to shape future learning and identify areas for children's development.
- Children are looked after in a safe environment. The childminder and her assistants have a secure understanding of child protection issues and make sure that anything the children come into contact with when they are in the home and when on outings are risk assessed and made as safe as possible.
- The childminder constantly reflects on her practice, attends regular training, seeks support from others and conducts her own research to enable her to provide the best possible care and learning for the children.
- Children enjoy warm, caring relationships with the childminder and her assistants who effectively support their personal, social and emotional development. Consequently, children feel safe and secure in the childminder's care.

It is not yet outstanding because

- The childminder does not always use different teaching strategies, such as open-ended questions to extend children's critical thinking skills.
- The effective systems for working in partnership with parents does not yet fully include information about how they can help support their children's learning at home.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the childminder and assistants at suitable times throughout the inspection.
- The inspector took account of the views of a parent spoken to on the day and from information included in the childminder's own parent survey.
- The inspector looked at evidence of suitability and qualifications of the childminder and assistants. She looked at children's assessment records, planning and learning journals, and a selection of policies and children's records.
- The inspector observed the childminder and assistants engage in activities with the children indoors and outside.

Inspector

Alex Brouder

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Full report**Information about the setting**

The childminder was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her husband and two children aged 13 and nine years in a house in Evington, Leicester. All of the ground floor, with the exception of the main kitchen, and the rear garden are used for childminding. The childminder attends a toddler group and activities at the local children's centre. She visits the shops and park on a regular basis. She collects children from the local schools and pre-schools. There are currently 14 children on roll, five of whom are in the early years age group and attend for a variety of sessions. The childminder works with two assistants. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- enhance the use of a wider range of teaching strategies, for example, by using more open-ended questions to promote children's critical thinking skills
- strengthen existing good partnerships with parents by providing them with further information, so they are well equipped to effectively support and continue their children's learning at home.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

The childminder has a good understanding of the Early Years Foundation Stage learning and development requirements and knows that children learn best through play. Children's learning and development is enhanced through the good range of toys and resources, stored at their level, supporting free play. They freely move around the play space dedicated to their needs, enabling them to make independent choices in their play. The childminder and her assistants know children well and support and enhance their learning through appropriate interaction. For example, children choose to play with the shop. One of the assistants joins them in this activity, asking them about the items for sale, how much they cost and what things they could make to eat. This enhances their mathematical development, their understanding of the world and their communication and language skills. Effective observations are undertaken to enable the childminder to monitor and assess children's learning and development. The childminder uses this information to plan

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appropriate challenges and experiences for them, to extend children's play enabling them to make good progress given their starting points. Parents are involved in children's learning when their children first start with the childminder. They share what they know of their own children's development and care needs on entry to the setting. They are invited to look at their children's learning records at any time to enable them to see the progress their children make. However, information shared with parents does not yet consistently include guidance about how they can help support their children's learning at home. The childminder is aware of the requirement to provide parents with a summary of the progress check carried out on children aged between two and three years. The childminder completes this record when necessary. The childminder also provides a daily record of what children have been doing at the setting, should the parents request this.

Children enjoy all activities offered to them and the child-centred environment means they are consistently engaged in play. Children not yet walking enjoy using shape sorters, posting these into the open box and mouthing them to explore the texture. In addition, they enjoy watching the older children move and play around them. This is evident as they smile and babble while staring avidly at older children playing with the cars. All children who attend her setting have English as an additional language. The childminder and her assistants work hard to support children's progress in their communication and language development. For instance, they talk with children, offer a running commentary as they play, using words familiar to their home language, as well as repeating words in English. This promotes children's sense of belonging but also helps young children extend their vocabulary. As a result, they begin to gain confidence, engaging in conversations and asking questions of visitors, such as 'Who are you?' However, occasionally the childminder asks questions that are not open ended so children have fewer opportunities to think critically.

Children are acquiring the skills they will need to move on successfully in their education and on to school. They explore mathematics as they count the number of cars lined up, seek the correct digit on computer programs and use positional language as they play, such as 'Put your car in the front, mine is at the back'. In addition, children enjoy singing songs and nursery rhymes to extend their knowledge of number as well as enhancing their communication skills. A wide range of books are easily available to develop children's interest in reading. In addition, the childminder has introduced a self-registration system to enable children to become familiar with print and all toy boxes are labelled to extend and enhance children's understanding of literacy. Children take part in a wide range of expressive arts and design activities, for example, they enjoy painting, drawing and exploring water and sand. Children benefit from a safe outdoor space, which gives them good opportunities to explore and develop an understanding of the natural world.

The contribution of the early years provision to the well-being of children

Children's emotional development is promoted well. Children have formed strong attachments to the childminder and her assistants and have a good sense of well-being. They are happy, independent and confidently engage in their play. The childminder ensures that before children begin in her care she seeks information from parents

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regarding their individual preferences and routines. The childminder uses this information as a basis to meet children's needs. She ensures that parents have many opportunities to bring children for settling-in visits to ensure that a smooth move is offered from home into the childminder's care. Thus ensuring that this experience is as relaxed as possible and a positive experience for both parents and children. For example, meal times and sleeping patterns are acknowledged and met to reflect children's home routines, helping them to settle quickly and easily, which promotes their emotional well-being. Further to this, all children take part in yoga sessions each week to enhance their well-being and general health. Children's behaviour is good and the childminder reinforces positive behaviour and good manners. The childminder and her assistants, remind children of the rules for behaviour, such as, taking turns, sharing and being kind to one another. They offer praise and encouragement when this is reflected in play. As a result, children feel safe and secure in the childminder's care.

Children's health and well-being are supported and safety measures, such as risk assessments and daily visual checks of all areas children use each day are monitored to ensure that children remain safe. The childminder effectively supports children's understanding of how to stay safe through consistent explanations. For example, she reinforces why children need to tidy away the toys, so that nobody treads on them and hurts their feet. In addition, children of all ages take part in the emergency evacuation procedure. This ensures that children know how to leave the home quickly and safely should the need arise. Daily fresh air and exercise are offered to every child both in the outdoor area and during visits to local play parks, stay and play sessions and outings in the locality. This helps children become used to different environments away from their main care setting and to be prepared for their move to pre-school or school. Children learn about the importance of a healthy diet through the provision of healthy snacks and meals that are tailored to reflect their cultural backgrounds as well as any specific allergies or dietary needs. Children are aware of personal hygiene practices to protect their own health, such as hand washing prior to eating. They are also gently reminded to wash their hands after using the bathroom facilities. Nappy changing promotes good health and reflects appropriate hygiene practices. For example, the childminder wears gloves, uses individual wipes and disposes of nappies appropriately.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of the action to be taken should she be concerned about a child's welfare. The childminder has attended safeguarding training and ensures that she cascades this information to her assistants, along with sharing the policy and procedures. In addition, all parents are informed of the procedures that would be followed should she have any concerns about a child's welfare. Suitability checks have been undertaken on all people working or living on the premises to ensure children are safe to be in their care and procedures are in place to ensure children are not left in the care of unvetted adults. As a result, children's safety and welfare are maintained. Since her last inspection the childminder has developed a thorough and robust risk assessment, which she monitors and reviews on a regular basis to ensure that

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any hazards are minimised. In addition, daily visual checks are completed on all areas children have access to, ensuring their continued safety. The childminder works effectively with her assistants to ensure children are closely supervised. Daily registers are in place which show that adult-to-child ratios are met at all times. Documentation and records are appropriately organised and reviewed regularly. This includes systems for recording information about children's specific needs and the necessary parental consents. These procedures help to keep children safe.

The childminder and her assistants have a good knowledge and understanding of how children learn and develop. Observation, planning and assessment are used well to ensure that children's needs are understood and appropriately planned for to support their individual style of learning and reflect their own interests. The childminder observes her assistants to ensure that they interact appropriately in children's play and has weekly meetings to discuss children's needs and their progress. This ensures a consistent approach is used by the assistants. The childminder continually updates her knowledge to enable her to keep up to date. She also ensures that training courses are offered to her assistants to enable them to have good insight into all aspects of children's care and welfare. The childminder has developed her practice well since the last inspection by attending training and now has an effective system in place to monitor and evaluate the provision. She now establishes children's starting points before children begin at her setting, using observations to plan for children's individual needs. This shows a commitment to improving her service and has led to children making good progress in their learning and development.

Partnerships with parents are good. A range of policies and procedures are shared with parents to ensure they are fully informed of the childminder's service. All children have individual learning journals, which record information on their learning and development. These are regularly shared with parents, along with daily diaries, to ensure they are informed of the progress children make. Parents' comments from questionnaires regarding the childminder include various positive statements, such as the childminder is 'flexible, polite and always wanting to go the extra mile'. A parent spoken with on the day stated that their child is 'happy and settled' and that they 'have grown in confidence and ability'. Good relationships have formed with other providers of early years childcare including the local pre-school and school. The childminder ensures that regular discussions occur with children's key persons ensuring that information is continually shared to support children's learning, helping them to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY316512
Local authority	Leicester City
Inspection number	820467
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	18
Number of children on roll	14
Name of provider	Kausher Mussa
Date of previous inspection	10/10/2008
Telephone number	0116 2122587

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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